DOCUMENT RESUME

ED 112 946 IR 002 663

AUTHOR	Kirk, Thomas; And Others
TITLE	Bibliographic Instruction in Academic Libraries; Edited Transcript of a Panel Discussion.
INSTITUTION	Association of Coll. and Research Libraries. New England Chapter.
PUB DATE	Nov 74
NOTE	26p.
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*College Libraries; Financial Support; Higher Education; *Library Instruction; Library Programs; Library Skills; *Research Libraries; Speeches; *University Libraries

ABSTRACT

A panel discussion on bibliographic instruction was presented by three librarians at a meeting of the New England Chapter of the Association of College and Research Libraries in November 1974. Defining bibliographic instruction as instruction in the use of library materials rather than library orientation, the panelists talked about the development of library instruction programs in academic libraries, from setting goals and objectives to evaluating the programs. The modes of instruction discussed included regular courses, course-integrated instruction, seminars and minicourses, and print and nonprint instructional units. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112649

BIBLIOGRAPHIC INSTRUCTION IN ACADEMIC LIBRARIES;

EDITED TRANSCRIPT OF A PANEL DISCUSSION BY THOMAS KIRK, SHARON LOSSING, AND CARLA J. STOFFLE, NOVEMBER 1974

The classic reaction to a successful professional conference is a flurry of comments: "You should have been there!" and "X was a great speaker!" and "It's too bad more people couldn't have heard this!" The aim of this report is to capture in a new way some of the spontaneity and enthusiasm three conference speakers totally involved in their topic conveyed to a fortunate audience (1). These are the lightly edited versions of audiotapes (2); they are not offered as polished exposition but as viable, quickly available substitutes for the experience of hearing an articulate and broad based summary of the dynamics of bibliographic instruction in academic libraries. A selection of questions generated by the Conference audience, the Planning Committee, and the speakers forms the conclusion of this report in order to encourage further discussion and research.

IR 002 663

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Definitions, objectives, evaluation

Thomas Kirk, Science Librarian of Earlham College and Chairperson of the Association of College and Research Libraries Bibliographic Instruction Task Force

My role here today is to talk about definitions and then to go on to some goals for bibliographic instruction and evaluation. I'm only going to be able to introduce the topic, to hit some highlights, probably raise more questions than I answer. It perhaps may be belaboring a point to go back to some terms that have been kicked around the literature, but I constantly find that when we get a group of librarians together, some of whom have not been involved in library instruction while others have, there can be some misunderstanding about what we are discussing. So I'm going to stat at a very elementary point and discuss three things: orientation, library instruction, and bibliographic instruction, because these three terms have shown up in the ;ibrary literature of the twentieth century.

Orientation we think of in terms of directions: how the library is laid out, what are the services it provides, what are the rules for its use, how do you find materials in a physical sense within the library. For many years library instruction was equated with orientation, and much of the literature on "library instruction" was really of this kind. As new media came along in the late fifties and early sixties, librarians quickly rushed in with slide-tape and the walking tour, graphics of all kinds, to fill the void where there were large numbers of students who had to be handled expeditiously and at a time in the school year when things were fairly confusing. Unfortunately, many faculty--and librarians--have assumed that orientation <u>is</u> library instruction. This is an unfortunate assumption, because the orientation only gets the student aware of the existence of the library and what the potential might be, and says little about the kind of materials that are there and ho to use them.

That's where the term "library instruction" comes in. We really mean by that--to distinguish it from orientation--the hows and why of effective use of the library.

About three or four years ago when librarians gathered at the American Library Association convention in Dallas, a group of us got together and were hammering out some of our ideas on library instruction. One of the things that became obvious was this problem of differentiating orientation from library instruction and the way the terminology had been muddled in the literature causing a great deal of confusion. It was at that point that the term "bibliographic instruction" came into our vocabulary. It's used, really, just to remove the problem of distinguishing orientation from library instruction, so in a sense it's not a new concept, it's simply an attempt to differentiate. It does shift, slightly, the emphasis. By saying "bibliographic" we imply that we are focusing on the organization of the literature and how to get at it, rather than simply the arrangement of a particular library. I think perhaps the intellectual origin of the definition of bibliographic instruction is something that Patricia Knapp said about the Monteith College project. I would like to quote that because I think it is probably the best definition of bibliographic instruction although it predates the actual use of the term. She said that:

> Instruction in the use of the library should recognize the library as a highly complicated system, or better a network of inter-related systems which organize and control all kinds of information. (3)

I think that's what bibliographic instruction is getting at.

Before I leave these definitions and go on to talk about evaluation, I just add one footnote here. What I've said does not imply that orientation is not important. It may even be that bibliographic instruction is best given in the context of some kind of orientation program. But if we assume that orientation is bibliographic instruction, I think we contribute

to a grievous error which the profession has had to pay for in the last four or five years by trying to undo the image of what constitutes library instruction.

In 1971 when the ACRL Bibliographic Instruction Committee was formed, it saw as one of its primary goals the development of mechanisms which would help the field to become more productive. One of the problems has been that most librarians have worked in a vacuum in developing library instruction. We felt that communication was an important tool that had to be exploited to get information about bibliographic instruction programs out to people who are interested. But an additional responsibility that we saw was the need to develop some kind of principles or basis for saying that this program in library instruction is effective, but this one is not, and why that is the case. We immediately recognized that what was needed here was a statement of objectives and goals for bibliographic instruction which could then be used in programs of evaluation and research. So the Committee started out to look at goals and objectives and to try to formulate a model statement. Now, one of the immediate reactions that we have gotten from librarians in the process of discussing goals and objectives is, "Why do you need them? Don't they get in the way? Don't they become artificial?" Well, in a sense, they may get in the way, they may be artificial, it depends on how they're used. They could be a statement that you make which becomes the Ten Commandments; you get frozen into a set of objectives which may no longer be applicable. Or they can be a dynamic kind of operations code which you constantly revise as your experience indicates the need for change.

If you can get away from making objectives an end in themselves, then there are a number of reasons, and three primary ones, why you need objectives. You need them to know what you're doing; not in the sense

of "What am I doing tomorrow?", but "What am I aiming for down the road? Where do I want to be five years from now with library instruction? I'm going to start today doing some things that seem to be practically possible, but where is it going to lead me? Am I going to be doing the same kind of thing three years from now--simply reacting to the circumstances in which I find myself--or can I plan a program ahead of time?" You need to recognize that the program is going to be modified periodically and there are going to be many failures along the way; but at least there's a road map there for you to follow, and you will know where your successes and failures are.

That's really the second point. Without objectives you don't know whether you've been successful or not, except in some sort of visceral way you may feel that things are going well. Can you say "I have been doing what I intended to do. I am achieving what I wanted to achieve"? That leads to the third reason for having objectives: to tell somebody else what you're doing--your faculty, your administrators, perhaps even your own students.

In the rest of my discussion about objectives, I want to focus on the ACRL Bibliographic Instruction Task Force's model objectives. One of the things you must realize about goals and objectives is that there is no single vocabulary that is being used nationally. Every time you communicate with a new group of people, you've got to start at ground level and define all your terms so that everyone knows what you're talking about. This is a very unfortunate situation, but it is inevitable that unless you agree on definitions you quickly get bogged down in the semantics of the question "What are goals; are they different from purposes and objectives?" Rather than get involved in the psychological overtones

of whether "aims" are more general than "purposes" and "objectives", we'll just throw all that out. That's what the ACRL Bibliographic Instruction Task Force did--throw out all of the vague terminology and go with something concrete. We did not dream this up ourselves, we borrowed it from someone else. We borrowed it from the report To Improve Learning(4). In that report, the author describes three levels for objectives: general objectives, terminal objectives, and enabling objectives. The general objective is obviously the most general statement; it represents your philosophical point of view and the over-all purpose of your program. But it is impossible to deal with that objective in any meaningful way in the development of a program, so you have to begin to break it down. The first step is to break it into what the author calls terminal objectives. These are meaningful units of instruction or of the program. In order to make terminal objectives very practical kinds of things around which you can operate your program, we have a third level--enabling objectives. These are the things which enable you to achieve your terminal and your general objectives.

After a good deal of discussion in the Task Force about the nature of the enabling objectives, we felt that behavioral objectives would most nearly represent the philosophical viewpoint of the Task Force members about the nature of bibliographic instruction. Now, I know that there's a lot of disagreement in the educational community about behavioral objectives, and there was considerable debate at ALA in New York about whether or not we really should be creating behavioral objectives or whether they might be irrelevant to our enterprise. It's the feeling of the Task Force that unless you have objectives which can be measured in concrete ways you cannot really tell what you've achieved. And while your objective may be "the

student can make effective use of the library", unless you can break that effectiveness down into some meaningful terms or units which you can measure, then the objective doesn't help a whole lot. Our ultimate goal was to get research projects going to evaluate programs. We felt that behavioral objectives gave us the best avenue to that end.

There are some mythologies about objectives which I'd like to dispel. It may help you to appreciate something about objectives, and to recognize that they're not everything but they do have a place in bibliographic instruction programs. First of all, there's no single set of objectives that you can apply in all situations. Each institution is going to have to work out its own specific objectives. When you read the introduction to the statement prepared by the ACRL Bibliographic Instruction Task Force, you will see that we say this is a model set of objectives. We're not suggesting that this is the set of objectives which all undergraduate institutions should adopt, but rather it's this type of objectives that you should adopt. It's up to each individual institution to develop their own. Secondly, just because we have focused on behavioral objectives does not mean that there are not worthwhile non-observable objectives. We are interested in getting students enthusiastic about libraries; we want them to appreciate what libraries can do and to enjoy the use of libraries. But those are very difficult things to measure, and if we focus only on those we tend to miss the boat in terms of finding out whether students are effective library users.

Finally, a set of objectives like those of the ACRL Task Force are for a total program. Every little facet of that program does not have to speak to every objective. It may speak to only one or two. A library tour for Freshmen may only speak to a couple of the very early objectives and say nothing about later ones. The question is, have your students, when they

leave the institution, achieved all of the objectives that you set? You may want to rewrite our model objectives in terms of level of students, and then test them at each level to check if the objectives have been achieved. In any case, you should not expect every facet of your program to achieve all the objectives.

Critical questions of administration of programs

Sharon Lossing, Reference Librarian and Bibliographic Instructor, University of Michigan

When a library begins to approach the task of establishing a bibliographic instruction program, the problem that immediately comes to mind is: where do we begin? Well, I'm going to skip over that. Instead, I'm going to talk about some of the problems that will come up once the bibliographic instruction program is going. These problems seem to fall into three categories: the problems that develop within the department or unit that is doing the bibliographic instruction, the problems that develop within the library system when a program starts to grow, and finally the problems that arise between the library and the community you're trying to reach. I think you'll realize that the difficulties I'm going to be bringing up are things that you'll have to solve given your own set of circumstances. I just hope to forewarn you and to assure you that these problems are very wide-spread and common to all of us working in the field. Hopefully, in identifying and discussing these pitfalls, we'll be able to concentrate on getting some answers and sharing our revelations with all of our colleagues who are in the same boat.

Problems that are going to develop within your department center around staff time, space, materials, clerical support, and aptitude and enthusiasm of your instructors. The first point is staff time. How do you set up the

job responsibility for a bibliograpnic instruction program? If you are exceedingly fortunate, you have the funding to create a job for one person whose sole responsibility is bibliographic instruction. If you're like most of the rest of us, those duties are going to be added to whatever job the staff members are now doing. If you plan for someone whose sole responsibility is bibliographic instruction, you run the risk of developing a specialist who will be out of the mainstream of library work in terms of Reference and book selection. Also, can that instructor himself afford to be outside ordinary library activity? Can you afford to be away from the constant stimulation you receive at the Reference Desk reminding you why you are teaching? In any case, I think you should be warned that anybody who starts teaching is going to have to start working overtime. Just creating a program takes approximately fifteen hours of preparation for every hour of lecture you are going to give the first time through. The second time, that tends to drop to perhaps five to eight hours. Even if you have the time to prepare classes and to teach classes during the library time, you're going to discover that suddenly you've become the resource person for every single student you've taught. When you begin to talk to them, you are going to break down the barrier of the librarian stereotype, and they'll want to stop you in the halls, in the book stacks, out on the campus, or in the grocery store because they're not afraid of you anymore. They know you can give them answers, and they're going to ask!

In terms of giving librarians time to prepare for these classes, it's vital to recognize that preparation time is part of the teaching program. Do you give sabbatical or release time for instructors to prepare, or do you expect them to prepare while they're doing their other duties? If you get a teaching schedule set up, and you're teaching in a long-term course situation, you're going to find that the flexibility of your staff time is going to go

down. Teachers have to be at a certain place at a certain time, every week, twice a week, three times a week, whatever the schedule calls for. That means that if they're also responsible for Reference Desk duties or duties at other public service areas, the Desk schedule flexibility goes down drastically. If vacations or sick time occur, the administrator has got to be prepared to cope with the crisis.

This also means that you're going to begin to have morale problems with the rest of the staff who share responsibility for public service or Desk time. They begin to resent the fact that every time a crisis occurs, they're the people who are filling in extra at the Desk because the bibliographic instructor is teaching, about to teach, or has just come from teaching and is totally wiped out and cannot possibly go to the Reference Desk. One way to relieve this situation, if you can afford it, is to have one or two people whose primary responsibility is teaching, but who draw in other staff members for "guest" lectures. This works beautifully in tearing down staff resentment. It also relieves the bibliographic instructor from having to become an expert in government documents, or maps, or archival material, or whatever the case may be.

In terms of space, the question comes up: where do you teach? Do you teach in the library, or do you teach in the class room? If you teach in the library, you have the advantage of having the students in the place where they are working, being able to see the books and handle them. Michigan is in the process of undergoing a major renovation which means that we have totally lost our Reference area, our Reference Desk, and the small table which we had for teaching. If you're worried about where you're going to teach, let me assure you that you can have a vital, exciting teaching program sitting on the floor with jackhammers going around you. Don't let space stop you. You can work

it out; the students don't care. All you need is a place where you won't disturb other students--and that, of course, may be a primary problem.

If you're going to teach outside the library in a classroom, you have the advantage that the students are used to sitting in a classroom and learning. You're immediately set up as a teacher-authority figure. You also have a blackboard which can be useful. However, then you have the difficulty of getting your visual aids over there, getting them working if you're using audio-visual equipment, or hauling a booktruck over to a classroom on the third floor in a building which has no elevator.

In terms of materials, if you're working with audio-visual equipment, it is very evident that you are going to need money to invest in that material. There are also some insidious little problems that you might not be aware of. A teacher needs tools such as bibliographies. If you are going to prepare lectures at home, you need copies of Winchell, or White, or of the Harvard Guide at $45 a copy. Do you expect the teacher to provide these for himself or does the library provide copies? Also, if you take books out of the building for use in teaching, you run into the problems of the need for duplicate copies of Reference books which are heavily used. If you take them from the Reference area, you're crippling the people at the Reference Desk. A partial solution is never to throw out superseded copies of any index; squirrel them away and use them for teaching.

There are also problems of financing hand-outs. If you do use hand-outs you need money for paper, money for photocopying, money for lithographing, for paper clips, for staples. All of those things add up. Also, I can't stress too much the importance of clerical support. If you get into an active program you can start out with one very enthusiastic person, but she cannot work every night until midnight getting a lecrure ready, then start typing

hand-outs, then get to the library at 7:30 in the morning to photocopy and staple them before teaching a 9:00 class. Clerical support is vital. They can help you do all the last minute typing and photocopying; they can pull the books, mark the examples, and check bibliographies.

Then, of course, there's the aptitude and enthusiasm of your instructor. You must remember that just as not all doctors are Marcus Welbys, not all librarians are teachers. Both the librarians involved and the administrators who are setting up the program should be aware of that. In many cases the programs offered are not compulsory for the students which means that the instructor has to convey enthusiasm to the students so that they in turn are enthusiastic.

Does the instructor need to be a subject specialist? I don't think so. I think it depends really, on the depth of your instruction and whether you're teaching graduates or undergraduates. I think the most important thing is that you have a creative, imaginative, and very good Reference Librarian. However, you can't ignore the value of having the assistance of an audio-visual specialist. They are invaluable in preparing visual aids working with a video tape. A librarian can't be a jack of <u>all</u> trades, and this is something for which you might call on a specialist.

There are problems that arise within the department and within the library system as a whole. The beginning of the ACRL Task Force report has some very good suggestions on what a library administrator needs to think about. I don't want to reiterate these, but simply to point out the difficulties if you don't follow those ideas. The administrators are the people who are responsible for setting out immediate and long range goals. They're the people who should help you decide the scope of your program. Do you reach every freshman? Do you have class orientation? Or do you have selective long-term projects? The administrators are the people in the long run who are going to be providing

you with the money, the backing for the teaching librarians, for the clerical support, and for the money for materials. They should be involved in deciding what kind of program you are going to develop. Also, they are going to be very interested in your evaluation. Most administrators now have to report to the college on cost effectiveness for all budgeting. How do you cost evaluate your teaching program? Your administrators are going to want to know and they're going to ask you. If you get them in on the ground floor, they'll start helping you decide on how you're going to evaluate your program in terms of cost. Also, your administrators must be aware of the implications of potential growth in the program. You can start out on your own, but if you're successful, this program may well snowball until one person cannot handle it.

The administration also helps you solve the problem of what department is responsible in the library for bibliographic instruction. In most cases it seems to be centered in the public service areas. But what if you have a cataloger who is not only capable, but just very enthusiastic in wanting to teach? If you're in a very large system, it's almost impossible to cross the lines between technical services and public services. You need an administrator to help develop flexibility with staff assignments, so that you can overcome these barriers. You're going to discover, also, that the bibliographic instruction program demands cooperation with divisional libraries on the campus. A teaching system involves everybody; for example, the catalogers have to be prepared for when your class appears to look at a checklist or shelflist, or you ask a staff member to talk about cataloging. You'll also find that other librarians on your campus or in your region are going to want to know what you are doing and how they can set up a similar program. Start thinking early about how you're going to communicate your program to other libraries.

Finally, you get into the problems of communication with the college or university. In essence, the scope of the program you decide to plan de-

termines what groups you're going to teach; whether you're going to contact Admissions, the college deans, or departmental library committees. Here the question comes up: who is the go-between? Is it your top administration talking to the top deans? Is it your Head of Reference talking to the Head of the academic department? Or is it the bibliographic instructor who goes out and talks to faculty members?

The Administration must also solve the question of who is going to pay for the program. Is it something that you are going to offer as a library service, hence all costs stay within the library? If your program is starting to expand and the library can't afford it, it is the administrators who have to go to the college deans to try to get support. Some problems arise, however, if the money starts coming from outside the library. Who are the librarian-instructors going to report to? Are they responsible to the department? Or are they responsible to the library? If you become teachers within a department, are you going to start following academic rules about number of hours of teaching load, number of students contacted, and sabbatical leave?

In spite of the above perplexities, let me assure you that there are some very definite rewards in offering bibliographic instruction. First of all, in terms of the students there's immediate reward in feedback from them as you break through their reserve about the library. If you have faculty people in your classes, or advanced Ph.D. candidates, they are going to look at the library in a far different light. If you insist that the faculty member comes when you are teaching one of his classes, they're going to be aware suddenly of library services they didn't know existed. They're going to be able to see the bibliographic instructor as a liaison between the department and the library and, of course, it's going to improve their research, too.

Bibliographic instruction is also the most marvelous built-in continuing education factor that can be provided for librarians. Administrators are always concerned about continuing education; this works -- you have to keep learning. There are also immediate benefits for the Reference service. If you're working at the Desk, you become a better Reference Librarian, and because of increased subject specialization you provide better book selection. Bibliographic instruction is great PR. As you teach, your students will become more sophisticated and they're going to demand better service. Questions will not be asked less; there will be more and better questions. There's also going to be more interaction between Technical Services, the audio-visual department and the people they serve, i.e., the students. They're going to be able to see their purposes fulfilled as they become more involved with student use of the library.

And finally there are benefits for the library within the institution. The library always has been and should continue to be a learning center for the institution. In the long run, support among your students and among the faculty is going to be translated into financial support. A bibliographic instruction program can also help stop the growth of those fugitive little library collections that grow up within a department or within a professor's office. Students are going to realize that there are more sources available than are sitting in one small room.

Review of modes of instruction and a look ahead

Carla J. Stoffle, Head of Public Services Division, University of Wisconsin-Parkside, and Chairperson of the Wisconsin Task Force on Instruction in Academic Libraries

Today I'll talk to you about the modes for bibliographic instruction and try to point out some of the directions you can take and that I hope the profession will take. The mode, or type of instruction activity, that a

librarian decides to use in a bibliographic instruction program depends upon the instructional goals and objectives of the library; the faculty, students, and other patrons who are the recipients of instruction; the size of the library and its physical make-up; and the resources available for such a program -- the staff, money, and equipment. Sharon and Tom have spent some time talking to you about these four things. My task, then, is to put it into perspective and to talk about the modes of instruction available for you to use. Then I'll move on to describe the activities that instructional librarians should engage in collectively to improve not only instruction in their own libraries but instruction in the profession as a whole.

As for the modes of instruction, there's no one fool proof method for teaching patrons how to use a library. Every mode has its strengths and weaknesses and must be viewed in the light of the four conditions I mentioned above. There are six modes that we'll talk about today: the formal course, course-integrated instruction, tutorials/seminars, printed materials, slides and slide-tapes, and video-tape.

Formal courses are separate credit (or non-credit) courses whose content is based on how to use the library. The major strong points include an in-depth coverage of materials, longer time for course preparation, practical experience with library tools as part of the course, library controlled content, and, if the course is elective, high student motivation. The weaknesses include the temptation to emphasize library science instead of how to use the library, a vacuum-like instructional situation, high cost per student reached because of the preparation time, and the necessity for teaching expertise on the part of the librarian.

Course-integrated instruction is usually defined as one session or several sessions on how to use the library attached to a regular course. The strong

points in this method are that the information is presented in relation to a given assignment, faculty support and cooperation are high, student motivation tends to be very positive -- there's definite need. The weaknesses include: little time for students to handle or use sources as they are introduced, the temptation to cram too much information into a single session, the tendancy of the students to think that they know the library since they've "had the library lecture", and a disparity in library skills within the class. All teachers have the problem -- it's very difficult in fifty minutes to teach something to everybody in the class and not bore one half and be over the heads of the other half.

Tutorials, seminars, and mini-courses are usually instensive instruction, designed around the bibliographic needs of students within a particular discipline or academic course. It usually involves more than one session, but it is less than course length. It can include work with individuals. The advantages include high student motivation, high faculty support and cooperation (once you get started), and more specificity in content. Major weaknesses include extensive staff preparation time, time involved in contact with students which can be very expensive in relation to the number of students, and the need for high quality teaching skills.

The fourth mode is printed instructional materials -- guides or handbooks to deal with specific student needs. The major strengths of printed materials are that they deal with the student's problem as it occurs. They're inexpensive to duplicate, they cost comparatively little in staff time to produce, and the point-of-use type can be placed next to the tool they're designed to explain. The weaknesses are that they are only useful for certain types of topics, they must be carefully designed in content and presentation so as to avoid overwhelming the student, and they have to be in an attractive while

durable format.

Five: slides and slide-tapes. This is bibliographic instruction via a packaged program. The major advantage of the program is that it is available at all times to deal with a specific student need. The disadvantage is mainly the cost and the skill necessary to produce a high quality product. A minor problem that you might consider when slides or slide-tapes are used for point-of-use instruction is that a student might hesitate to use them because he's displaying ognorance of the tool out in the open for all the world to see. He can come to the Reference Desk and he might be asking where the bathroom is -- nobody knows that; but if he's out there with headphones on, they know that he doesn't know how to use the Reader's Guide.

Video-tapes are bibliographic instruction via a TV program. The major strengths of video-taped programs are that they insure an even quality in content and presentation, they are more widely available for consultation than the staff might be, and they can serve both individuals and groups. The weakness, again, is in cost and in production abilities. I don't mean that the library staff has to have these production abilities, but somewhere in the college or university you have to have someone who has technical ability to produce these programs.

Before leaving the topic, several general points should be emphasized. First, every instructional mode will work under some conditions and will not work under others. The question is not whether or not any of these modes are useful, but what does the situation call for, and how can the mode be used most effectively.

Now that we've examined some of the basic issues of bibliographic instruction for individual libraries, let's look at its place in the profession as a whole. Library instruction has been a concern in academic libraries since at least the

1880's, and the basic tenents of what to do and what not to do were identified in the 1920's, in the 1950's, and again in the 1970's, although there has not been program follow-through on what we should do. Early programs were mostly orientation programs. The only real change in instruction has been the addition of media to the modes of instruction. Why, then, are we at a loss as to how to start programs? Why are we at a loss on how to justify programs? And how to expand programs? Why do most of us enter library work with little or no idea about the concept of bibliographic instruction or the techniques to use in bibliographic instruction? Why are most of us unaware of the materials and programs that have already been developed? The answer to those questions cannot lie in the fact that our library publications have been unresponsive to articles dealing with the topic. In fact, over 400 publications appeared before 1960, and since that time countless articles and books have been written on the topic. We also cannot say that money has not been made available to us to investigate this topic because groups like the Council on Library Resources have funded many programs in the last five years. Why then is bibliographic instruction still a young and relatively undeveloped field? Why, when most librarians, administrators, and even some faculty recognize the need for instruction, are we really at a loss to develop long range programs which do not depend on one or two people and countless volunteer hours? Part of the answer to these questions may lie in the fact that while academic librarians accept the need for instruction, library service policies and staff have not been adjusted to deal with this need. This however is not the entire answer.

We have to look at ourselves for some of the answer. The reluctance or inability of librarians involved in instruction to effectively communicate

and cooperate has contributed to the relatively minor role instruction has played in the past in libraries. Lest you despair, let me emphasize "the past" in my last statement and draw your attention to new programs and activities designed to eliminate at least the inability, if not the reluctance. First among such activities worthy of note are the increasing number of workshops on instruction. Many state, regional, and national workshops have been held, and are being held, by a variety of committees, associations, and other groups.

The most prominent national workshop is the annual May conference at Eastern Michigan University. One of the major contributions of the EMU conference, besides dealing with specific aspects of problems in instruction, is the publication of the proceedings so that more than participants benefit from the discussion. Another communication expeditor is Project LOEX (Library Instruction-Orientation Exchange). This clearinghouse for instructional materials at EMU serves as a vital depository for materials of all types. Queries about specific types of programs are answered with lists of libraries currently using those programs. Displays of instructional materials are available for use at conferences. A newsletter, LOEX News, is published twice a year to bring librarians up to date on what is happening and what has been published in the field of instruction.

Another group working to advance communication and cooperation is the Wisconsin Association for Academic Libraries Task Force on Instruction in Academic Libraries. It was created two years ago out of a conference similar to this one. The Task Force was charged with creating a viable communication system. The methods chosen were small regional meetings, a newsletter, and a directory. The regional structure was suggested in order to eliminate as much as possible travel problems as the reason for non-participation.

Regional meetings have been held once or twice a year to bring together people working in instruction. The newsletter, called LINC (Library Instruction News Communique), was developed to inform academic librarians about the instruction activities of the Task Force, local instruction problems, national instruction programs, and recent publications. And the directory, Library Instruction Programs: A Wisconsin Directory, was published in 1973. While the original mission of the Task Force was to establish a communication network, recent experience has convinced the members that the mission must grow and change as the needs of instruction librarians grow and change. Communication, while vital, is only a beginning. Once initial information break-through is made, activities to take advantage of the break-through need to be developed.

Thus the Task Force in Wisconsin is moving into a second phase, where it is taking an active role in the stimulation of the cooperative development of materials. One such cooperative project is the development of "Road Maps", a product similar to Pathfinders (5) but going a step beyond. Besides actually producing Road Maps, the group has prepared a worksheet on how it is done. Further, this fall the group plans publication of a guide on how to adapt a Road Map. Finally, the librarians are putting their heads together to develop effective testing techniques to see if the material works.

A second cooperative project is due to start in December 1974. Librarians are going to try to set goals and objectives using the ACRL committee's model statement and they're going to do it as a group. I don't know how it will go, but we hope to produce a hand-out on what the problems were in working with the model statement and how to adapt the model statement to individual libraries.

Now, on to the future of bibliographic instruction. First, library

instruction is here to stay. In some way, shape or form it will hang on in most academic libraries. Not only because it is vital to good library service but because there is now a broad base for us to build on. On the other hand, for instruction to take its proper place and become sophisticated and entrenched -- and by entrenched I mean budgeted -- librarians are going to have to become more active in the total movement, not just in instruction in their own libraries. In the future, we must find ways to cooperatively develop materials and share materials. Each library cannot afford to have its staff re-invent the wheel; we can't as a profession afford this. Each librarian is going through the same process of trial and error that has already been experienced by others -- and it's a waste of time and money. We must be prepared to work on committees, to compromise, and to come to common agreement about some aspects of instruction; there must be something that's common to all of us.

We must develop ways to teach common instruction techniques to practicing librarians. Workshops and instructive "how to do it" kits need to be developed. We must help each other instead of waiting for someone to do it for us. We must also document our failures and successes in greater detail. Where a program is tried, we must analyze it carefully: what was good and what was bad; what were the pitfalls; how much time did it involve. This is more important than reporting in the literature that you taught seventy courses last semester. We must explore problem areas such as faculty acceptance and provide concrete steps for approaching these problems.

Finally, we must demand greater support from the library schools. They must provide support by research and they must provide us with new librarians who know that there <u>is</u> something called bibliographic instruction, and who know some of the techniques of instruction. Some inroads are being made into

these areas. The future is brighter now than it's ever been. The responsibility for bringing about the promise of the future is ours -- the librarians involved in the day to day development of instruction programs.

Questions

1. What are successful techniques for initiating a bibliographic instruction program in an educational institution?
2. What is the significance of the observable phenomenon that the most widespread commitment to library instruction is in young, often underfinanced colleges and universities?
3. Are there better user education programs in academic libraries where the librarians enjoy faculty status?
4. What are the techniques for encouraging faculty interest in and support of instructional programs in the library?
5. Why do so many successful programs fade away when the initiating librarian moves on to another position?
6. Explore the importance to a successful program of these relationships: the library with its instiution; teaching librarians with library administrators; librarians with faculty; librarians with institutional administrators.
7. Can we anticipate specific costs for various modes of instruction?
8. How much emphasis should be given to instruction on the literature search process and how much to specific bibliographic sources?
9. Comment on: librarians should be cautious about involvment in the technical aspects of instructional materials development; time is better spent in personal reference service and live library instruction.
10. In what particulars does instruction in the use of the library differ from teaching introductory library science?

11. When attendance is voluntary, how can the content of the program best be made relevant to student needs in order to increase their motivation?
12. Can we define the conditions under which subject specialist skills must be employed in a library instruction program?
13. How can student and/or faculty members be brought into the process of setting behavioral objectives?
14. Is there any alternative to behavioral objectives for measuring effectiveness of a library instruction program?
15. What are the library schools doing to inform their students about bibliographic instruction modes and techniques?

NOTES

1. Association of College and Research Libraries. New England Chapter. Conference-Workshop on Bibliographic Instruction for Library Users, Cambridge, Massachusetts, 1974. Speakers: Thomas Kirk, Sharon Lossing, and Carla J. Stoffle. In addition to the speakers, the Conference provided 6 workshops led by teams of academic librarians most of whom also served on the planning committee; reports on the workshops appeared in College & Research Libraries. News Issue (A),vol 36 (1975) 1,2.
2. Any element of success in this report of the Conference is attributable to the cooperation and enthusiasm of the speakers and the leadership of Planning Committee Chairperson Irma Y. Johnson, Science Librarian of Massachusetts Institute of Technology; any editorial faults are the responsibility of Joan Stockard, Readers Services Librarian of Wellesley College.
3. Knapp, Patricia B. The Monteith College Library Experiment. New York: Scarecrow, 1966. p 40.

4. Tickton, Sidney G., comp. To Improve Learning; An Evaluation of Instruction Technology. New York: Bowker, 1970- .

5. Pathfinders were developed under a grant from the Council on Library Resources by the staff of the Project Intrex Model Library Program, Massachusetts Institute of Technology. They are available commercially through Addison-Wesley, Reading, Massachusetts.